



NATIONAL EDUCATION INSPECTORATE

CHIEF INSPECTOR'S REPORT



Promoting Excellence Through Quality Inspections

NOVEMBER 2013

Taxonomy of Reading Literacy

Five Steps to the Top



Key Attributes of the Reader

Level 5
Advanced Reading
(12 Years Old and Upwards)

- Reads material containing technical information
- Enjoys literature including complex fiction and non-fiction
- Shows tolerance for the ideas of others, draws logical conclusions and communicates ideas
- Writes using different types of sentences
- Uses literary devices to create word portraits
- Writes using appropriate styles for different purposes

Level 4
Exploratory Reading
(10 - 11 Years Old)

- Reads multi-syllabic words with fluency
- Reads content-area material with increasing understanding
- Reads tables and information in prose and other forms
- Creates original stories and poems from what is read
- Thinks critically and communicates ideas and feelings
- Engages in independent research

Level 3
Independent Reading
(8 - 9 Years Old)

- Reads and understands about 3,000 words
- Reads simple, familiar stories with fluency
- Figures out new words with two or more syllables using roots, prefixes and suffixes
- Makes inferences and understands meanings not directly stated
- Writes about experiences using paragraphs and correct punctuations
- Engages in independent reading and writing

Level 2
Developmental Reading
(6 - 7 Years Old)

- Reads and understands approximately 600 words
- Reads mono-syllabic words and simple sentences observing punctuations
- Follows simple written instructions
- Answers questions about stories read aloud
- Knows the difference between capital and common letters
- Writes short sentences with spaces between words and uses punctuations.

Level 1
Emergent Reading
(3-5 Years Old)

- Pretends to read and tells stories from pictures
- Recognises letters in his or her name
- Recognises that letters are different from numbers
- Recognises that words are made of letters and letters have names and sounds
- Recognises that print is read from top to bottom and left to right
- Recognises that a book has a front, a back and a cover

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From the Chief Inspector's Pen...

This report represents a significant milestone in the first inspection cycle, in that it highlights the results of the inspection of three hundred and four (304) schools in round five, and also provides a glimpse of the emerging national picture. The picture is a mixed one. There are areas that show great promise and others that need urgent attention. The key point is that the data presents pointers to what we can do to propel continuous improvement in the education system for every young Jamaican student.

Every student is important, and it is at this level that the fabric of accountability must be sewn together. If as a nation we begin with this idea, then we will feel a sense of responsibility to account for the progress of each child through the education system. Our actions should be guided by this principle. It will then become easier to avoid the pitfalls, and the negative aspects of schooling such as: underperformance, high rates of repetition, dropout, and truancy. This requires a concerted shift in thinking by all concerned.

The data bears out a general shift in many Jamaican schools from the management of 'learning' to an excessive pre-occupation with the issue of availability of resources. This has, in some ways, restricted creativity and innovation, and has led to a situation where there is greater emphasis on what is lacking than on what can be done with that which is available. There is need for a rethink, and therefore we must now begin to refocus on the quality of pedagogical practices, so as to bring about the improvements that are required, in the shortest possible time.

There are several encouraging signs, which underscore the belief that the required improvements are not beyond us. These include the fact that: the vast majority of teachers are qualified, in general the students are well-behaved and socially adjusted, and amidst the challenges, there are some schools that are making more than acceptable progress. There is now, perhaps more than any other time in our history, the need for us to coalesce around the idea of assisting our children to achieve their dreams of becoming productive citizens. Let us therefore make the best use of the resources that we have to continue the process of educational transformation, and by so doing realize the ideals of 'Vision 2030' in making Jamaica, 'the place of choice to live, work, raise families and do business'.

.....
Maureen Dwyer
Chief Inspector
National Education Inspectorate

Executive Summary

Context

The findings presented in this report are based on three hundred and four (304) schools that were inspected between September 2012 and March 2013. **The objective was to establish a baseline of the quality of educational inputs and outputs in the schools inspected.**

Main Findings

1. **Leadership and management** in one per cent (1%) of the schools was rated as exceptionally high; eight per cent (8%) as good; and forty-six per cent (46%) as satisfactory. These met the minimum requirements. Forty-one per cent (41%) was rated as unsatisfactory and four per cent (4%) as *needs immediate support*.
2. **Teaching support** in four per cent (4%) of the schools was rated as good and forty-nine per cent (49%) was rated as satisfactory. Forty-six per cent (46%) was rated as unsatisfactory and one per cent (1%) as *needs immediate support*.
3. **Students' attainment** in six per cent (6%) of the schools inspected was above the national averages and the Ministry of Education's targets in English and mathematics. Fifteen per cent (15%) was at the national averages and seventy-nine per cent (79%) was below the national averages.
4. **Students' progress** was good in five per cent (5%) of the schools inspected. In forty-five per cent (45%) students progressed satisfactorily; in forty-nine per cent (49%) students' progress was unsatisfactory and in one per cent (1%), *needs immediate support*.
5. **Students' personal and social development** in one per cent (1%) of the schools was rated as exceptionally high. In fifteen per cent (15%) it was rated as good. Sixty-four per cent (64%) was rated as satisfactory; nineteen per cent (19%) as unsatisfactory and in one per cent (1%), *needs immediate support*.
6. **Use of human and material resources** in support of students' learning in seven per cent (7%) of the schools was rated as good; fifty-six per cent (56%) as satisfactory; thirty-seven per cent (37%) as unsatisfactory. .
7. **Curriculum and enhancement programmes** in one per cent (1%) of the schools was exceptionally high; eleven per cent (11%) was rated as good, forty-nine per cent (49%)

was satisfactory and thirty-seven per cent (37%), unsatisfactory. Two per cent (2%) was rated as *needs immediate support*.

8. **Safety, security, health and wellbeing** was rated as exceptionally high in one per cent (1%) of the schools, good in sixteen per cent (16%) of the schools; satisfactory in fifty-two per cent (52%) and unsatisfactory in thirty per cent (30%). One per cent (1%) was rated as *needs immediate support*.

Overall Effectiveness:

Overall, approximately forty-five per cent (45%) or 140 of the schools inspected in this round were rated as **effective**¹. Fifty-five per cent (55%) or 164 schools were rated as **ineffective**. However, two per cent (2%) or 6 of the ineffective schools were classified as **emerging satisfactory**².

¹ Effective schools are defined by the following characteristics: strong leadership, a clear school mission, quality teaching and learning, a safe and orderly climate, transparent and effective monitoring of students' progress, high expectations and parental involvement. (NEI Working Definition)

² Emerging satisfactory schools are schools currently classified as performing unsatisfactorily, but where evidence of effort that could result in good performance in teaching and learning and students' progress is seen, and if continued, will result in satisfactory performance. (NEI Working Definition)

Chapter 1

The National Education Inspectorate

Background

The National Task Force on Educational Reform commissioned in 2004, to prepare and present an action plan, consistent with a vision to create a world class education system, placed before both Houses of Parliament, a range of systemic recommendations to be undertaken within the shortest possible timeframe. One major recommendation was the establishment of a National Quality Assurance Authority (NQAA), to address the issues of performance and accountability in the education system. In line with this recommendation the Ministry of Education formulated the policy and legislative framework for the establishment of an independent National Education Inspectorate (NEI), to address the issues identified and effect changes complementary to the transformation of the education sector. Currently, the NEI is a project of the Education System Transformation Programme, and will in time, become an Executive Agency, reporting directly to the Minister of Education. The NEI will operate within the overall context of the Government of Jamaica's policies and strategic objectives for the education system.

Roles and Responsibilities

The roles and responsibilities of the NEI are consistent with the legislative framework which authorizes the Minister of Education to cause *any educational institution to be inspected at such intervals as he may think fit by persons authorized by him in that behalf and the Minister shall cause a special inspection of any such institution to be carried out whenever it appears to him that such special inspection is desirable.* (The Education Act, 1965, Section 39)

Within the existing legislative framework, the NEI is empowered to objectively assess the standards attained by the students in Primary and secondary schools at key points in their education and to report on how well they perform or improve, as they progress through their schooling. The NEI is also charged with the responsibility to make recommendations to support improvement in the quality of the provision and outcomes of all learners.

In the first cycle of inspections, the NEI will inspect all schools at the primary and secondary levels and in its initial inspections, will identify improvements that schools must make in order to

secure sustained levels of high quality outcomes. In subsequent reports, the NEI will also conduct impact analyses to determine the relationships between inputs and the educational product. The cycle of inspecting schools and other service providers will be determined by the Chief Inspector and/or as requested by the Minister of Education.

The National Education Inspectorate will systematically issue reports, guidance, advice and assistance to Boards of Management, Principals, School Administrators, Teachers, Education Officers and other related education professionals about effective practices, based on the accumulation of evidence from the school inspections. The NEI will analyze and interpret the data generated from all inspections, and provide policy advice to the Minister of Education who will present to Parliament, a report on the state of the education system.

The scope of the NEI's mandate is framed within the context of the public formal education system which currently provides education for approximately 500,000 students enrolled at the primary and secondary levels in 954 educational institutions island-wide.

Chapter 2

Contextual Framework

In its review of the education system, the Task Force posited the view, that despite some positive gains made by the education system, “the performance gap” between where we are now, and where we must go in the shortest possible time, is too wide to benefit from small incremental movements. In light of this situation the Task Force recommended the creation of an excellent, self-sustaining, resourced education system. A transformed system in which all stakeholders recognize and accept that the main purpose of this commitment to education is an acknowledgement that education is the primary vehicle of sustainable development and ultimately the greatest contributor to the creation of a globally competitive workforce.

The National Education Inspectorate is the Ministry of Education’s response to the national imperative to create a culture of accountability and improved performance in all sectors and at all levels. Consistent with this thrust the NEI has adopted a globally accepted set of indicators against which each school will be assessed and supported.

Deriving the Key Indicators for School Inspections

Educational research in the area of *School Effectiveness* spans more than four decades and have resulted in some level of agreement around a standard set of unique characteristics common to schools in which children regardless of socio-economic background, race or gender, learn the essential skills, knowledge and concepts required to successfully advance to the next level. David Kirk *et al* (2004), presents seven correlates of this phenomenon, which may be appropriately applied to Jamaican schools. It is noteworthy that these key indicators have been empirically verified as valid indicators of school effectiveness in Jamaica. (Watson-Williams and Fox (2013).

A Clear School Mission

Critical to an effective school is a concise and clearly articulated mission through which the staff shares a common understanding of the commitment to instructional goals and priorities. In effective schools the onus is on the principal to create a common vision, build effective teams and engender commitment to task.

High Expectations for Success

Also present in an effective school is a climate of high expectations in which the staff believes and demonstrates that all students can attain mastery of the school's essential curriculum and more importantly, the staff possesses the capacity and capability to help all students obtain that mastery.

Instructional Leadership

In all effective schools, the principal is the respected *leader of leaders*. The principal exemplifies, and consistently models the characteristics of instructional effectiveness in the management of the instructional programmes. In this regard, the principal empowers the teachers and directs them towards the achievement of the stated instructional goals.

Opportunity to Learn: Time on Task

Evident in effective schools is a proportionately high amount of classroom time allocated to instruction in the essential curricular areas. Lezotte (1991), a proponent of the principle of *organized abandonment*, or teaching the essentials and letting go of the rest, proposes the use of an inter-disciplinary curriculum to achieve this practice.

Monitoring of Student Progress

In the effective school, students' progress in the essential subjects in relation to stated objectives which are measured and monitored frequently. The results of these assessments are used to provide feedback to individual students and parents, as well as to appropriately modify curriculum delivery and ultimately improve students' performance.

A Safe and Orderly Environment

A manifest feature of an effective school is an orderly, purposeful and business like school climate, free from the threat of physical harm. The school climate is not oppressive, but welcoming and conducive to teaching and learning. Cooperative learning, respect for human diversity and an appreciation of democratic values are the hallmarks of the school.

Positive Home School Relations

In effective schools, parents understand the mission of the school and agree to the expectations the school has for their children as well as the parental support required to realize the school's mission. In an effective school the focus is on a home school programme which serves not only the children but also the entire family. In this scenario, parents are valued members of the school community, and treated as respected partners who bring important perspectives and often untapped potential to the relationship.

The Inspection Indicators

Consistent with the literature, the school inspection process focuses on eight interlocking key questions, which are made up of 21 indicators. See key questions illustrated in Figure 1.

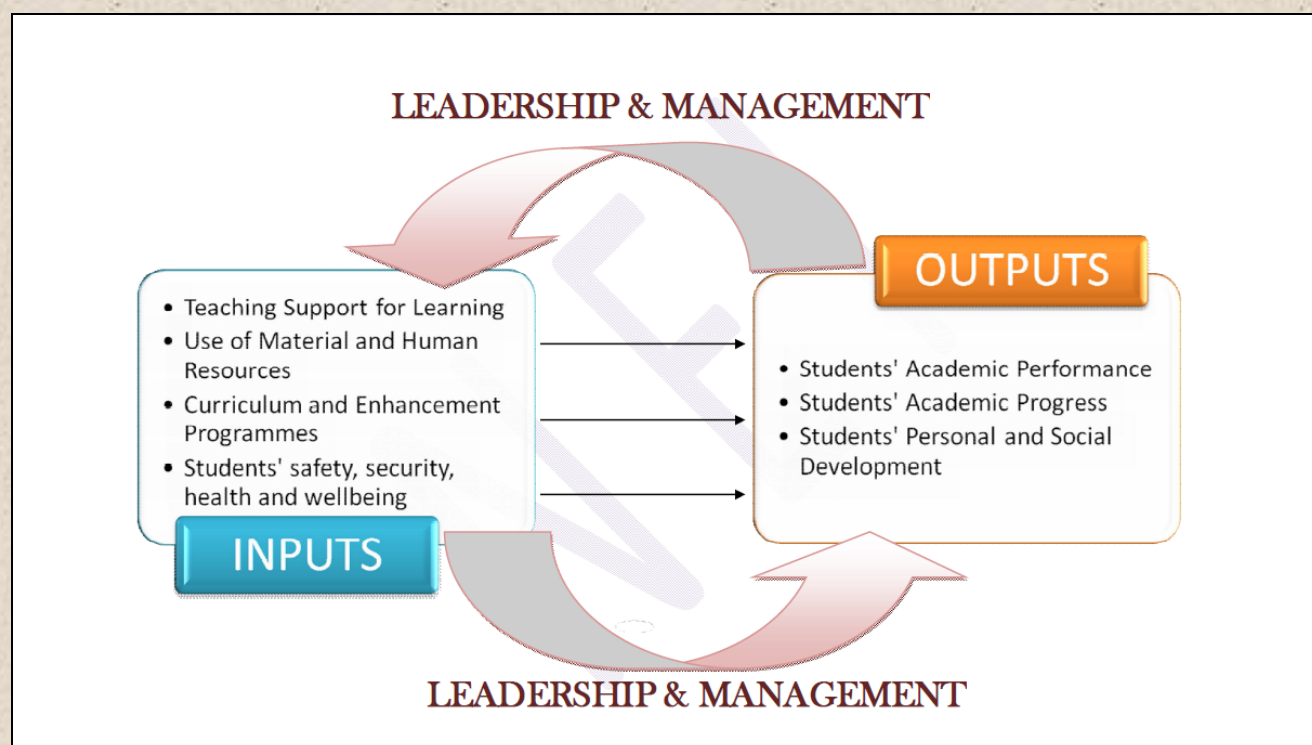


Figure 1: School Inspection Indicators

Key Questions

The eight indicators are structured as a set of eight key questions that inspectors answer in the assessment of the educational provision and performance of every school.

1. **How effectively is the school led and managed by the Board, Principal and Senior Management and Middle Leadership?**
2. **How effectively does the teaching support the students' learning?**
3. **How well do students perform in national and/or regional tests and assessments against the targets set for the sector?**
4. **How much progress do students make in relation to their starting points?**
5. **How well do the curriculum and any enhancement programmes meet the needs of the students?**
6. **How good is the students' personal and social development?**
7. **How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?**
8. **How well does the school ensure everyone's security, health, safety and wellbeing?**

Chapter 3

Design and Methodology

3.1 Data Requirement

The assessment utilizes both primary and secondary data sources in both qualitative and quantitative formats.

1.2.1 Primary Data Sources:

- Questionnaires
- Observations: classrooms and school setting
- Structured and semi-structured interviews
- Focus group discussions with teachers, students and parents

1.2.2 Secondary Data Sources:

- School documentation: logs, registers, minutes of meetings, plans and assessment data
- Ministry of Education: census data, profiles, performance data and school statistics.

3.2 Sampling Methodology

Stratified sampling was used to select schools from Regions 1-6. Schools were drawn from a pool of schools that were sensitized before and during the Inspection period.

3.3 Data Frame

A total of 304 schools were inspected during the period September 2012 to March 2013. All administrative regions of the Ministry of Education were included. In round five, the focus was to select a stratified sample that would ensure that cumulatively, there were representative numbers of schools inspected in all administrative regions. See Table 1.

Region	DISTRIBUTION OF SCHOOLS INSPECTED BY TYPE ACROSS REGIONS				Total	Total Percentage
	High/Technical	Primary	All-Age	Primary & Junior High		
1	10	27	4	10	51	17%
2	3	22	1	3	29	10%
3	3	11	8	2	24	8%
4	2	28	19	9	58	19%
5	8	35	11	2	56	18%
6	7	55	11	13	86	28%
Total	33	178	54	39	304	100%

Table 1: Distribution of Schools by Type across Regions

3.4 Description of Data Sample

Primary Schools

The primary level accounts for eighty-nine per cent (89%) or 271 of the schools inspected in this round. The schools are distributed as follows: 178 (66%) primary schools, 54 (20%) all-age and 39 (14%) primary and junior high schools. The number of primary level schools inspected by region is presented in Table 2.

Region	Number of Primary Level Schools	Total Percentage (%)
1	41	15
2	26	9
3	21	8
4	56	21
5	48	18
6	79	29
TOTAL	271	100

Table 2: Distribution of Primary Schools by Region

Secondary Schools

The secondary level accounts for eleven per cent (11%) or 33 of the schools in this round. Eighty-eight per cent (88%) or 29 schools were secondary high schools while 12 per cent (12%) or 4 were technical high schools. See Table 3 for distribution by Region.

Region	Number of Secondary Level Schools	Total Percentage (%)
1	10	31
2	3	9
3	3	9
4	2	6
5	8	24
6	7	21
TOTAL	33	100

Table 3: Distribution of Secondary Schools by Region

3.5 Description of Inspection Framework

The framework is guided by the following:

- Key Questions & Indicators; and
- A Five-Point Rating Scale with Descriptors

The correlates of an effective school, key questions and indicators are presented in the table below:

Key Questions	Indicators
1. Leadership & Management	
1.1 How effectively is the school led and managed by the Board, the Principal and Senior Management Teachers and Middle Leadership?	1.1.1 School-based leadership and management 1.1.2 School-evaluation and improvement planning 1.1.3 Governance 1.1.4 Relations with parents and community
2. Teaching Support for Student Learning	
2.1 How effectively does the teaching support the students' learning?	2.1.1 Teachers' knowledge of the subjects and how best to teach 2.1.2 Teaching methods 2.1.3 Assessment 2.1.4 Students' learning
3. Students' Performance in National or Regional Tests and Assessments	
3.1 How well do students perform in national and/or regional tests and assessments? (For infants: in relation to age-related expectations and gender achievement)	3.1.1 Performance in national and/or regional assessments 3.1.2 Performance against the targets set for the sector 3.1.3 Performance trends in <ol style="list-style-type: none"> i. Literacy/English Language ii. Numeracy/mathematics

Key Questions	Indicators
4. Students' Progress	
<p>4.1 How much progress do students make in relation to their starting points?</p> <p>(For infants: in relation to age-related expectations and progress by gender)</p>	<p>4.1.1 Progress against starting points</p> <p>4.1.2 Progress over time</p> <p>4.1.3 Progress during lessons</p> <p>Appropriateness of levels achieved in</p> <p>i. Literacy/English Language</p> <p>ii. Numeracy/mathematics</p>
5. Students' Personal and Social Development	
<p>5.1 How good is the students' personal and social development?</p>	<p>5.1.1 Students' attitudes and behaviours</p> <p>5.1.2 Students' punctuality to school and classes</p> <p>5.1.3 Students' understanding of civic responsibility and spiritual awareness</p> <p>5.1.4 Students' economic awareness and understanding</p> <p>5.1.5 Students' environmental awareness and understanding</p>
6. Human and Material Resources	
<p>6.1 How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?</p>	<p>6.1.1 The quality and quantity of human resources</p> <p>6.1.2 The use of human resources</p> <p>6.1.3 The quality and quantity of material resources</p> <p>6.1.3 The use of material resources</p>
7. Curriculum and Enhancement Programmes	
<p>7.1 How well do the curriculum and any enhancement programmes meet the needs of the students?</p>	<p>7.1.1 Relevance to almost all students</p> <p>7.1.2 Uptake of programmes</p> <p>7.1.3 Continuity, progression and coverage</p>

Key Questions	Indicators
	7.1.4 Cross-curricular links and extra-curricular activities 7.1.5 Links with the local environment and community
8. Students' Safety, Security, Health and Wellbeing	
8.1 How well does the school ensure everyone's security, health, safety and wellbeing?	8.1.1 Safety and security 8.2.1 Health and wellbeing

Table 4: Inspection Framework

3.6 Rating Scale and Descriptors

The Inspectors make their professional judgements on each of the main indicators (8 indicators) and assign a rating to the indicators. The five-point scale is illustrated below.

I. Level 5 – Exceptionally high quality of performance or provision;

II. Level 4 – Good: the expected level for every school. Achieving this level in all aspects of its performance and provision should be a realistic goal for every school;

III. Level 3 – Satisfactory: satisfies only the minimum level of acceptability required. All key aspects of performance and provision in every school should reach or exceed this level;

IV. Level 2 – Unsatisfactory: quality not yet at the level acceptable for schools. Schools are expected to take urgent measures to improve the quality of any aspect of their performance or provision that is judged at this level. The recommendations for improvement are immediately reported to the Central Ministry, Regional Offices and School Boards. Interventions will be closely monitored and appropriate responses will be activated; and

V. Level 1 – Needs immediate support: quality is very low. Schools are expected to take immediate action to improve the quality of any aspect of their performance or provision that is judged at this level. The recommendations for improvement are immediately reported to

the Central Ministry, Regional Offices and School Boards. Interventions will be closely monitored and appropriate responses will be activated.

3.7 The Inspection Process

The inspection process functions as the main vehicle for collecting and triangulating data and information. This forms the evidence from which the professional judgments are made.

The Inspection Process, as illustrated below, shows the various phases and key activities.

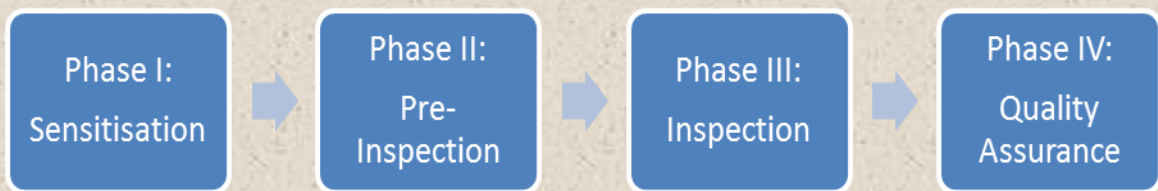


Figure 2: The Inspection Process

3.8 Data Collection Methods

3.8.1 Classroom Observation

This constitutes sixty to seventy per cent (60-70%) of observations. Supplemented by:

- a) The examination of samples of students' work in different subjects and across different age groups in the school.
- b) Informal interviews with staff, in particular senior managers and others with responsibility for leading different aspects of the school's work.
- c) The analysis of documentary evidence, such as schemes of work and teachers' lesson plans, and minutes of meetings.

3.8.2 Structured and semi-structured interviews with stakeholders, such as, Board Chairs, Principal, teachers, students and community members;

3.8.3 Focus group sessions; ad hoc, teachers and students

3.8.4 Questionnaires administered: teachers, parents and students

3.9 Data Analysis

Both qualitative and quantitative data analyses are employed:

3.9.1 Qualitative judgements: Evidence is triangulated and compared to the framework and a best fit is derived. Ratings are assigned to the professional judgements made in each of the eight areas and sub-areas.

3.9.2 Quantitative values based on the above are assigned

3.9.3 A school classification is then derived using a weighting based on the correlates of school effectiveness. The four key areas are:

- i. Leadership and Management;
- ii. Teaching Support for Students' Learning;
- iii. Curriculum and Enhancement Programmes; and
- iv. Students' Progress

4.0 Reporting Format

In this report, the findings for each of the eight key areas are presented in Chapter 4, in the following format:

- (a) Minimum Standard
- (b) Findings
- (c) Qualitative descriptions/characterization in three of the rating categories:
 - i. Exceptionally High and Good (merged)
 - ii. Unsatisfactory
 - iii. Needs immediate support

Schools that are rated as satisfactory have attained only the basic minimum acceptable required standard.

Recommendations

Recommendations for improvements are made at the: (i) school; (ii) regional; and (iii) policy levels. Appropriate actions and interventions will be targeted. Schools are expected to act upon these; and further monitoring will be carried out by Schools' Operations through the Regional Offices and/or appropriate agencies. Policy level recommendations are acted upon through the Office of the Honourable Minister of Education.

4.1 Re-Inspection

Re-inspections and thematic reviews will take place in a targeted way based on the needs of the institutions and in keeping with the Ministry of Education's strategic priorities.

4.2 Limitations of the Study

The results of these 304 inspections are limited to the size and uniqueness of the schools assessed.

Chapter 4

Key Findings

Key Question 1:

How effectively is the school led and managed by the Board, the Principal and School Management Team and Middle Leadership?

The key components are:

- School-based leadership and management
- School self-evaluation and improvement planning
- Governance
- Relationships with parents and the community

Standard:

Research shows that where school leadership is effective, school-based management displays a good mix of conceptual, human and technical skills. This means that the leaders in the school know what is an effective school and can identify effective classroom practices. They then use the problem-solving expertise to support teachers, students and parents. Additionally, psycho-social capabilities such as emotional intelligence and self-efficacy are important. Self-evaluation is also used to inform continuous improvement planning. Boards of Management play a strategic role and positively influence the school towards the establishment of positive communication links with the home and the community.

Findings:

Based on the assessment, leadership and management in one per cent (1%) of the schools was rated as exceptionally high; eight per cent (8%) as good; forty-six per cent (46%) as satisfactory. These met the minimum requirements. Forty-one per cent (41%) was rated as unsatisfactory and four per cent (4%) as *needs immediate support*. See Table 5.

OVERALL LEADERSHIP & MANAGEMENT					Total	Total Percentage (%)
Rating	Types of School					
	High/ Technical	Primary	All-Age	Primary & Junior High		
Exceptionally High	1	0	0	0	1	1
Good	8	14	2	2	26	8
Satisfactory	14	79	26	20	139	46
Unsatisfactory	9	77	24	15	125	41
Needs immediate support	1	8	2	2	13	4
Total	33	178	54	39	304	100

Table 5: Leadership and Management

Exceptionally High and Good Leadership and Management

Twenty-seven of the schools inspected were rated in this category.

In these schools, school-based leadership teams worked collaboratively in almost all circumstances to ensure that the academic and social learning needs of the students are met. They also ensured that the schools' vision and mission were aligned to the National Ministry of Education and that they are understood by almost all their stakeholders. The Principals were instructional leaders who were able to demonstrate an understanding of the schools' core functions. They recognised the pivotal role of the middle managers in the strengthening of the schools operations and empowered them to carry out their roles and responsibilities. These middle managers in turn, held teachers accountable for the highest possible standards of students' achievement. Furthermore, members of the school communities were respectful to each other and most leaders, led by example. In this regard, among the school teams that exemplified these features were Higgins Land Primary and Junior High, Allman Town Primary and Tulloch Primary.

Consistent with their good leadership practice, all the schools in this category saw self-evaluation as a high priority. The self-evaluation and improvement planning activities undertaken in these institutions were informed by the students and teacher performance data. They were therefore conscious of the strengths and weaknesses of their schools. As a result, school leaders were readily able to say where they are and what they needed to do to improve students' performance. Planning for continuous improvements was a feature in all the schools in

this category. Schools that were exemplary include: Hampton High School, Merl Grove High, Munroe College, George Headley Primary and Holland High School.

Most of the Boards of these schools were rated as good. In general, they give active oversight to the school and held the Principals and teachers accountable for their performance. They set out strategic paths for the overall improvement of the school. Some examples are: St. Hugh's High School, Queen's High School, De Carteret College and Corinaldi Avenue Primary.

Almost all the schools in this group were rated as having good or exceptional relations with parents and the community; in that, communication with parents on the progress of their children is highlighted. Additionally, past students' association, parents' teachers associations and community related friendships were fostered in order to build the support base for the students and the schools. Many are also supported by local agencies and businesses. Schools such as Medina Primary, McIntosh Primary and Ewarton Primary were exemplary.

Unsatisfactory Leadership and Management

Leadership and management, in one hundred and twenty-eight of the schools was rated as unsatisfactory.

Overall, the school-based leadership and management teams in these schools were unfocussed on the core function of learning and in many instances they lacked the cohesiveness that would inspire their school communities to buy into the school's vision and mission. For example, in many of them, senior and middle leaders did not share the vision for success and much time was spent trying to resolve relational issues to the detriment of school improvement activities. Additionally, many middle managers operated in 'silos', divorced from the schools' overall improvement plan. In these schools, there was limited vision for the students' successes, insufficient attention to instructional practices and weak accountability systems.

Self-evaluation in these schools was mainly infrequently done or, informal and undocumented. These were impediments to effective planning for school improvement and as such contributed to the lack of focus on the teaching and learning. Further, while many of the school leaders were able to say what their plans for school improvement were, there was no documentation to support these claims.

Some of the Boards in these schools were rated as unsatisfactory; they were not clear on how to set out a strategic path for school improvement nor held Principals accountable for students' outcomes. A few were rated as *needs immediate support*; in these instances, the Boards were not aware of the strengths and weaknesses of the schools and were therefore unable to provide strategic leadership and direction to them.

A few of the schools in this group had unsatisfactory relations with the community; in that, there was a general disconnect between the school, the parents and the community. For example, one consistent element in some of these institutions was that parents were generally not given consistent and detailed information on the performance of their children nor were they advised on how to support their children in order to improve their performance. Very little opportunities were provided for parental involvement in school activities.

Needs Immediate Support Leadership and Management

Thirteen schools were rated as *needs immediate support* in leadership and management.

In these schools, senior leadership lacked drive and did not enjoy the respect of a significant number of staff and students. Additionally, there was no concerted focus on students' achievement and leaders often made excuses for students' performance rather than hold staff accountable. In a few instances, the Principal and the Board were in conflict and in others the Board 'rubber stamped' the Principal's requests. The involvement of parents and the community in school activities was very limited.

Key Question 2:

How effectively does the teaching support the students' learning?

The key components are:

- Teachers' knowledge of the subjects they teach and how best to teach them
- Teaching methods
- Teachers' assessment methods
- Students' learning

Standard:

Research literature shows that the quality of teaching is at the heart of effective schooling. (Sammons, Hillman, Mortimore: March 1995). The expectation, therefore, is that all teachers have secure knowledge of the subjects that they teach. Their secure subject knowledge is supported by a variety of teaching strategies which match the needs of the students under their care. Therefore as the teachers interact with their students, they should continuously assess them and their work so that they can help them to self-assess and work independently to a good standard.

Findings:

Teaching support in four per cent (4%) was rated as good and forty-nine per cent (49%) was rated as satisfactory. Forty-six per cent (46%) was rated as unsatisfactory and one per cent (1%) as *needs immediate support*. See Table 6

TEACHING SUPPORT FOR STUDENTS' LEARNING					Total	Total Percentage (%)
Rating	Types of School					
	High/ Technical	Primary	All-Age	Primary & Junior High		
Exceptionally High	0	0	0	0	0	0
Good	5	7	0	1	13	4
Satisfactory	15	93	23	17	148	49
Unsatisfactory	8	76	31	21	139	46
Needs immediate support	2	2	0	0	4	1
Total	33	178	54	38	304	100

Table 6: Teaching Support for Students' Learning

Good Teaching Support

In thirteen of the schools inspected, teaching support for students' learning was rated as good.

In these schools, most of the teachers had thorough knowledge of their subject areas and demonstrated through the use of innovative teaching strategies and assessments methods that they knew how the children learnt. In the very best lessons, the teachers used various means of stimulating the students' interest in the lesson. They then followed through with planned activities that involved the students in their own learning. These lessons were always planned and evidence of reflection was noted in their plan books. These teachers also managed time well and were always able to keep most of their students engaged.

These teachers frequently used questioning techniques to assess the students and the questions were designed to get the students to think critically. They also incorporated activities in the lessons and these gave the students opportunities to interpret the teachers' instructions as well as to demonstrate if learning had taken place. In some primary schools, the teachers in this group used songs and poetry as a means of stimulating students' understanding of the concepts taught. Examples of these schools include: Excelsior Primary, Half-way Tree Primary

and St. Catherine Primary. Other notable features of good teaching support included consistent evaluation, meaningful feedback to students, and thorough record-keeping by teachers. At Merl Grove and Queen's High Schools as well as Higgins Land and Ewarton Primary Schools these practices were highly developed.

The students in the schools that were rated in this category were keen to learn and made useful connections between what they learnt in the classroom and the real world. This was evidenced by the levels of interest that they maintained in the lessons and the quality of the queries that they raised in classes. Most were also able to complete individual as well as group assignments to good standards. These positive students' behaviours were noted in, amongst others, Hampton High School, Munroe College, St. Catherine and Half-Way Tree Primary Schools.

Unsatisfactory Teaching Support

In one hundred and thirty-nine of the schools inspected in this round, teaching in support of students' learning was rated as unsatisfactory. Significant weaknesses were identified in the teaching strategies as well as the assessment methods that they employed to help students to learn.

Although many teachers were rated as having satisfactory subject knowledge, their interactions with the content and the students during the lessons did not always reflect that they knew how best to deliver. As such, most of the lesson plans did not reflect that the teaching of concepts would be supported by appropriately differentiated activities to involve all the learners. Most teachers' lesson plans were mainly found to lack evaluative and reflective comments on the lessons that were already taught. And, many middle managers failed to assess their teachers' work to give them constructive feedback and guidance.

Most teachers, in this group, delivered the lessons through lectures regardless of the age group of the students. These lectures constrained the students' ability to participate meaningfully in the lessons, and even when questions were used by the teachers to elicit the students' involvement, some teachers moved along too quickly and missed the opportunities to get the students to explore. Additionally, available ICT was rarely used by these teachers and when it was done it was mainly confined to PowerPoint presentations, which are not necessarily the best ways of integrating technology in the content area.

Assessment strategies were generally weak. In many of these schools there were no written assessment policies. This was manifested by the poor quality of tests, the administration of one test to groups of students in a grade regardless of the variation in their abilities and the fact that little use is made of test data to inform improvement planning.

Students' learning in these schools was mixed. Students were assessed to be learning at a better pace where the lessons were activity-centred. This was especially evident in the technical and vocational areas. However, the over-crowded conditions in some of these classrooms contributed to a reduction in the opportunities for students' learning.

Needs Immediate Support Teaching Support

In four of the schools inspected, teaching in support of students' learning was rated as *needs immediate support*. In these schools, most teachers rarely reflected on their teaching and did not demonstrate that they knew how best to teach their subjects. A few teachers were insecure in their knowledge of the content. And, in most instances, students were either not challenged or not engaged in the assigned activities. The teaching methodology in these schools focused solely on recall. Furthermore, many teachers were engaged in other activities during class time and, as a result, much learning time was lost.

The evidence showed that these schools had no documented policy on assessment. Only a few teachers undertook assessment regularly and many kept poor records or no record of students' performance. The schools undertook little analysis of test and examination results to inform improvement planning. Generally, the quality of teachers' marking was poor and infrequent; also the comments made did not foster self-assessment by students.

Inspectors observed that many students were not engaged in their lessons and so were unable to explain what they were asked to do by their teachers.

Key Question 3:

How well do the students perform in national and/or regional tests and assessments, against the targets set for the sector?

The key components are:

- Performance in national and/or regional assessments
- Performance against the targets set for the sector
- Performance trends

Standard:

A review of research evidence suggests that there is a link between low levels of educational attainment and social exclusion. Further, students' test scores are the most effective predictor of many adult outcomes (Case, 1999). Therefore, the expectations are that schools will actively focus on students learning and students' performance should be good in relation to national averages and sector targets as determined by the Ministry of Education.

Findings:

Students' attainment in six per cent (6%) of the schools inspected was above the national averages in Mathematics and English and the Ministry of Education's targets. Fifteen per cent (15%) was at the national averages and seventy-nine per cent (79%) was below the national averages. See Table 7

Rating	STUDENTS' ATTAINMENT				Total	Total Percentage (%)
	Types of School					
	High/ Technical	Primary	All-Age	Primary & Junior High		
Exceptionally High	0	0	0	0	0	0
Good	6	9	1	0	16	5
Satisfactory	4	31	6	4	45	15
Unsatisfactory	19	136	47	34	236	78
Needs immediate support	3	2	0	1	6	2
Total	32*	178	54	39	303	100

Table 7: Students' Attainment

Exceptionally High and Good Attainment

In sixteen of the schools inspected, students' attainment was rated as exceptionally high or good. These schools were assessed as consistently performing above the national averages in the core subject areas: English and mathematics at the secondary level and Literacy and numeracy at the primary level. Similarly, they consistently surpassed the national targets. The best examples were found in schools such as St. George's Girls and Corinaldi Avenue Primary as well as Bishop Gibson, Hampton, Queen's and Montego Bay High which have consistently performed above the national and sector targets.

Unsatisfactory Attainment

Two hundred and thirty-six schools had not met the attainment targets at key output points, in English and mathematics at the secondary level and Literacy and numeracy at the primary level,

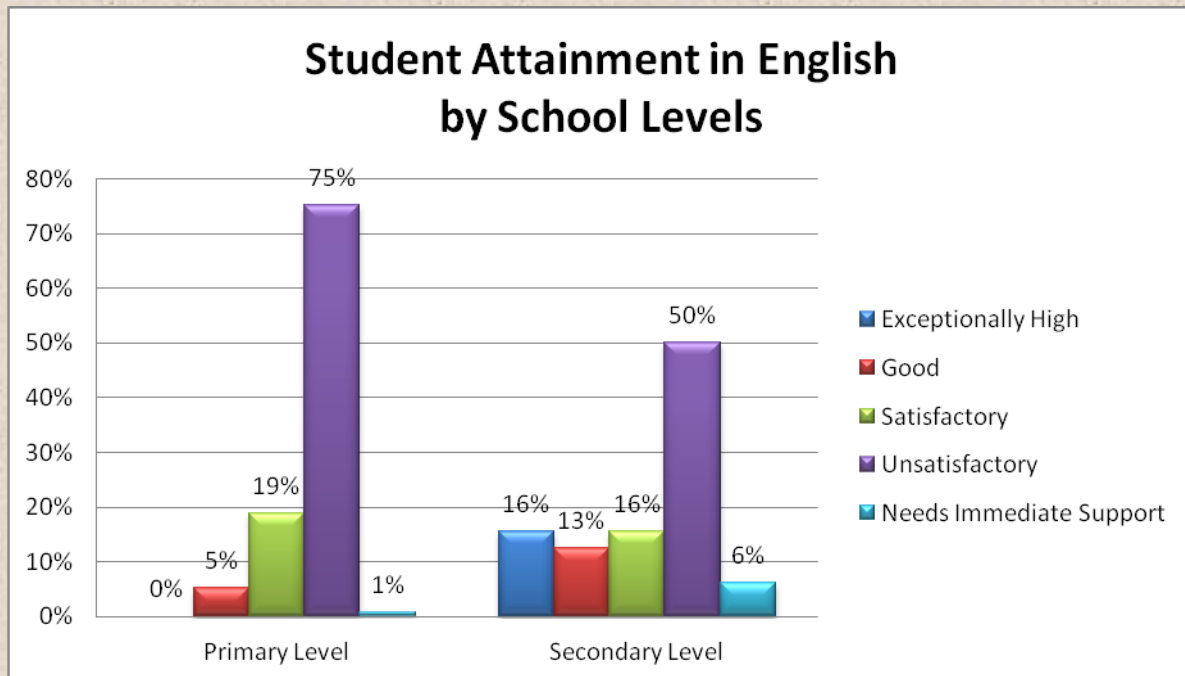
Needs Immediate Support Attainment

In six of the schools inspected, students' attainment in English and mathematics was rated as *needs immediate support*.

Students' Attainment in English by School Levels:

In this round, it is important to note that attainment in English Language³ was rated unsatisfactory in seventy-five per cent of primary level schools and fifty per cent of secondary schools. See Graph 1

³ English Language as used includes Grade 4 Literacy, Grade 6 Language Arts and Grade 11 CSEC English Language



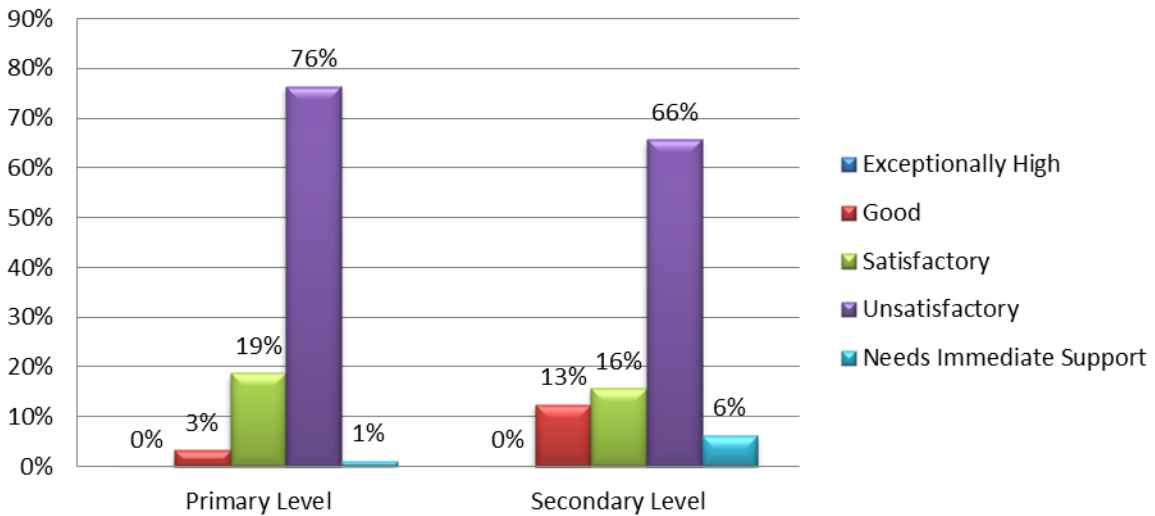
Graph 1 Student Attain in English

Students' Attainment in mathematics:

In this round, attainment in mathematics⁴ was rated unsatisfactory in seventy-six per cent of the primary level schools and sixty-six per cent of the secondary level schools inspected. See Graph 2.

⁴ Mathematics as used includes Grade 4 Numeracy, Grade 6 Mathematics and Grade 11 CSEC Mathematics

Student Attainment in Mathematics by School Levels



Graph 2: Student Attainment in Mathematics

Key Question 4

How much progress do students make in relation to their starting points?

The key components are:

- Progress against starting points
- Progress over time
- Progress during lessons
- Appropriateness of levels achieved

Standard:

Expectations are that the progress of most students should be good and most students should demonstrate appropriate levels of growth when compared with their earlier attainment.

Findings:

Good students' progress was assessed in five per cent (5%) of the schools inspected, satisfactory in forty-five per cent (45%), unsatisfactory in forty-nine per cent (49%) and *needs immediate support* in one per cent (1%). See Table 8

STUDENTS' PROGRESS					Total	Total Percentage (%)
Rating	Types of School					
	High/ Technical	Primary	All- Age	Primary & Junior High		
Exceptionally High	0	0	0	0	0	0
Good	3	9	0	1	13	5
Satisfactory	12	86	21	18	137	45
Unsatisfactory	11	83	32	20	150	49
Needs immediate support	3	0	1	0	4	1
Total	33	178	54	39	304	100

Table 8: Students' Progress

Exceptionally High and Good Students' Progress

In thirteen schools, students' progress was rated as good.

In these schools, most students made good progress from their varying starting points as well as in their lessons. In the best examples, leadership in these schools used their knowledge of the students' starting points to plan for and astutely pursue improvements in the students' learning. They also ensured that they incorporated strategies such as ability groupings and the matching of teacher competence to students' needs with good effect. The progress of the students was then tracked so that the schools knew how they were impacting their students learning.

In most of the lessons observed in these schools, the teachers ably managed to involve the students in their own learning through the use of activities that allowed them to think about the concepts being taught. In the best instances, students were allowed to explore learning in group settings where they learned from each other. Many creative demonstrations of the use of real – life objects were seen in some of the primary level institutions where teachers used local fruits and vegetables to explain portions as well as proportions in both nutrition and mathematics.

Overall school progress in these institutions in the past three years was also assessed to be good in that there were more students attaining better standards at key output points.

Unsatisfactory Students' Progress

In one hundred and fifty schools inspected, students' progress was rated as unsatisfactory. In these schools, students' progress in lessons and curriculum content was below the nationally acceptable levels. Additionally, whole-school performance at key examination output points was consistently below national averages and targets.

Leadership in these schools did not plan sufficiently and effectively for the progress of the students entering the institutions, resulting in whole cohorts being taught in the same way. This lack of variation in planning for students' learning very often resulted in the slower students struggling to keep up with their peers and the more able students insufficiently challenged.

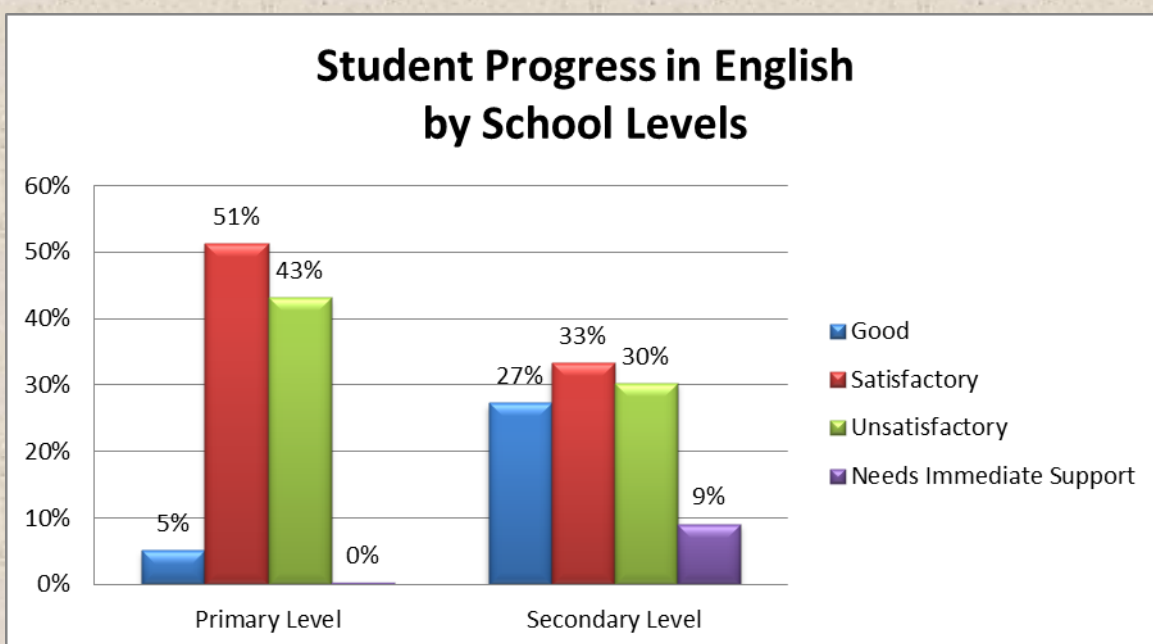
In many lessons, therefore, most of the students were unable to complete the given tasks. The expectations of the teachers and the reality of what the students are really able to do did not match in these situations. Didactic teacher-centred lessons were very common in these schools.

Needs Immediate Support Students' Progress

In four of the schools inspected, students' progress in English and mathematics was rated as *needs immediate support*. The examination of staff records, lesson plans and evaluations indicated that students' internal and national tests scores were consistently low. Little progress was seen from year to year.

Students' Progress in English

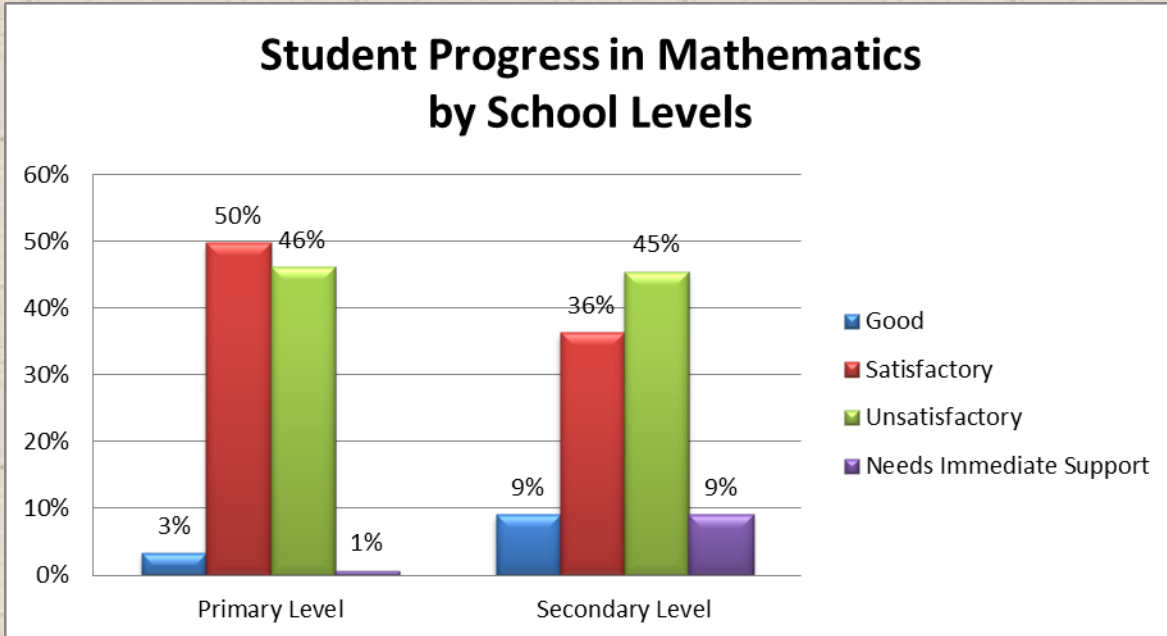
In this round, students' overall progress in English was rated as satisfactory at both the primary and secondary levels. See Graph 3.



Graph 3: Students' Progress in English

Students' Progress in Mathematics

In this round, students overall progress in mathematics was rated as satisfactory at the primary level and unsatisfactory at the secondary level. See Graph 4.



Graph 4: Students' Progress in Mathematics

Key Question 5:

How good is the students' personal and social development?

The key components are:

- Students' behaviours and attitudes
- Students' punctuality to school and classes (Time Management)
- Students' understanding of civic responsibility and spiritual awareness
- Students' economic awareness
- Students' environmental awareness

Standard:

Good behaviour and relationships prevail; students exercise self-control, understand national identity, good spiritual understanding and the importance of Jamaica's continued economic growth in an age-appropriate manner. They also take responsibility for the care of the environment.

Findings:

Students' personal and social development was rated as exceptionally high or good in sixteen per cent (16%) of the schools inspected, satisfactory in sixty-four per cent (64%), unsatisfactory in nineteen per cent (19%) and in one per cent (1%) was rated as *needs immediate support*. See Table 9.

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT					Total	Total Percentage (%)
Rating	Types of School					
	High/ Technical	Primary	All- Age	Primary & Junior High		
Exceptionally High	1	0	0	0	1	1
Good	12	29	3	2	46	15
Satisfactory	10	118	41	27	196	64
Unsatisfactory	8	30	10	10	58	19
Needs immediate support	2	1	0	0	3	1
Total	33	178	54	39	304	100

Table 9: Students' Personal and Social Development

Exceptionally High to Good Students' Personal and Social Development

In forty-seven schools, the personal and social development of students was rated as exceptionally high or good. In these schools, most students' in-school behaviours and attitudes were assessed as exemplary. They also demonstrated high levels of civic understanding, economic, environmental as well as spiritual awareness. Some of these schools include: Ensom City Primary, Iris Gelly Primary and Jonathan Grant High.

Most of the students interviewed expressed high levels of understanding of their national identity as Jamaicans. They placed good value on the contributions of the national heroes and showed appreciation for local traditions and cultures. Many participated in expositions of the "arts and culture" and were awarded for their efforts. In these schools, students were encouraged and expected to take responsibility through membership in clubs and societies. They expressed appreciation of diversity and were respectful and tolerant of differences. High levels of these sociable traits were evident at Beersheba Primary School.

Most of the students in this group of schools showed high levels of economic awareness: they understood the value of money, concepts such as work, savings, interest and loans, and demonstrated a good understanding of Jamaica's economic progress vis-à-vis the rest of the Caribbean. Most in this group were also aware of the important contributions that they could make towards the building of the Jamaican economy. For example, the students of Claremont All Age and Marymount High Schools showed good levels of economic awareness.

Global environmental issues were more understood by almost all the students in these schools. Besides being able to identify natural hazards such as hurricanes, storms, earthquakes, and floods they were also able to speak about the impact of these on the natural and human landscape. Many also understood the costs of these to their families and the government. Many of these schools created opportunities for the students to demonstrate their understandings through clubs and societies such as 4H clubs and other environmental societies. Snowdon Primary is a good example of a school where students' environmental awareness is high.

Unsatisfactory Students' Personal and Social Development

In fifty-eight schools, the students' personal and social development was rated as unsatisfactory. Many of the students in these schools were not sufficiently aware of civic,

economic and environmental issues. Additionally, there were a few instances of chronically poor punctuality and attendance.

There were many instances where anti-social behaviours were displayed by some students in this group of schools, both in and out of classes. These incidents disrupted lessons reducing valuable teaching and learning time. It was also observed that many of these students displayed little self-discipline and they lacked self-esteem. For a few of them, being a Jamaican citizen simply meant that they were born in the country. And, there was no age-appropriate, deeper understanding of Jamaican citizenship. In the interviews conducted, many ridiculed advocacy and some passionately defended the 'informer fi dead' mentality.

They were unable to articulate links between their actions and the effects on the development of the nation. They also demonstrated ignorance of their potential contribution to the nation and viewed governance as simply trickery of the masses. Many saw participation in public life as a waste of time. Most students in this category were totally unaware of the duties of CARICOM and the significance of the IMF.

Many students were unable to participate fully in discussions on global economic or environmental issues. And, during breaks in the school day, they littered the schools' yards despite the presence of garbage disposal bins.

Needs Immediate Support Students' Personal and Social Development

In three schools, the students' personal and social development was rated as *needs immediate support*.

Key Question 6

How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?

The key components are

- Quality and quantity of human resources
- Use of human resources
- Quality and quantity of material resources
- Use of material resources

Standard:

The school has a sufficiency of qualified and knowledgeable teaching and support staff which is appropriately trained and deployed to deliver and support the delivery of the curriculum. This cadre of competent staff is buttressed by sufficient support materials and a school plant that adequately houses students and staff.

Findings:

Use of human and material resources to provide support for students' learning in seven per cent (7%) of the schools was rated as exceptionally high or good, fifty-six per cent (56%) used resources satisfactorily and thirty-seven per cent (37%), unsatisfactorily. See Table 10.

USE OF MATERIAL AND HUMAN RESOURCES					Total	Total Percentage (%)
Rating	Types of School					
	High/ Technical	Primary	All-Age	Primary & Junior High		
Exceptionally High	0	0	0	0	0	0
Good	9	11	1	1	22	7
Satisfactory	17	99	30	23	169	56
Unsatisfactory	7	68	23	15	113	37
Needs immediate support	0	0	0	0	0	0
Total	33	178	54	39	304	100

Table 10: The Use of Material and Human Resources

Exceptionally High and Good Use of Human and Material Resources

In twenty-two of the schools inspected, the use of human and material resources to support students' learning was rated as exceptionally high or good. In these schools the leaders made good use of the available resources.

In all the cases assessed almost all members of the academic staff were qualified to deliver and support the delivery of the curriculum to good standards. In addition to their qualifications, staff members regularly accessed in-house training as well as Ministry of Education-supported training opportunities towards their continuous professional development. Almost all the staff was deployed in their area of qualification and expertise. Most teachers in these schools also recognise redeployment as a management tool and they welcome its use for efficiency gains. Hazard Primary and Excelsior High Schools have well developed systems for deployment of teachers as resource.

Generally, in this group of schools, material resources were in good supply and leaders made good use of them towards the enhancement of students' learning. The premises were well-maintained, equipment was in a good state of repair and there were sufficient laboratories, libraries, special rooms and ICT equipment to facilitate students' learning activities. There was a culture and ethos of cleanliness in most of these schools: classrooms were clean and so were the sanitary facilities. Most of them were able to create places for students to converse, dine and play.

Unsatisfactory Use of Human and Material Resources

One hundred and thirteen schools were rated as unsatisfactory for the use of human and material resources to provide support for students' learning. Whereas all the schools had the requisite number of academic staff, some of the staff members were inadequately qualified to carry out their duties. Additionally, the deployment of human resources was unsatisfactory and did not sufficiently impact standards of teaching and students' learning. For example, there were many instances where teachers were operating outside of their areas of expertise and were making little impact on the students learning. In a few of these cases, school leaders were unable to redeploy teachers to other areas as these efforts were at times met with resistance.

Additionally, in many of the institutions, the inspectors noted that the premises and infrastructure were in urgent need of repairs. A few teaching spaces were inadequate to meet the demands

that were placed on the schools. In most instances, insufficient teaching spaces resulted in overcrowded classrooms, and this negatively impacted the students' learning experience. Where partitioning was used to create spaces for teaching, noise levels were high and this diminished the effectiveness of the teaching and learning experience. Some schools creatively surpassed these difficulties however, and improvised to create more spaces. In a few of these small primary schools, libraries were non-existent, ICT was insufficiently utilized, pit latrines were used as sanitary conveniences, and dining and play spaces were absent.

Additional resources to support students' learning were noted to be in short supply in these schools. Some classes were uninteresting and students, especially boys, showed no interest in the lessons.

Key Question 7

How well do the curriculum and any enhancement programmes meet the needs of the students?

The key components are:

- Relevance to almost all students
- Uptake of programmes
- Continuity, progression and coverage
- Cross-curricular links and extra-curricular activities
- Links with the local environment and community

Standard:

It is expected that the curriculum is broad-based and balanced, and that it is reviewed and updated on a regular basis to maintain its relevance to all the students. No content gaps should be present. Additional support is provided for most students who need it.

Findings:

Twelve per cent (12%) of the schools had exceptionally high or good curriculum and enhancement programmes that met the needs of the students. Forty-nine per cent (49%) were satisfactory, thirty-seven per cent (37%) were rated as unsatisfactory and two per cent (2%) *needs immediate support*. See Table 11.

CURRICULUM AND ENHANCEMENT PROGRAMMES					Total	Total Percentage (%)
Rating	Types of School					
	High/ Technical	Primary	All-Age	Primary & Junior High		
Exceptionally High	1	0	0	0	1	1
Good	10	20	1	5	36	11
Satisfactory	18	82	28	21	149	49
Unsatisfactory	3	73	24	13	113	37
Needs immediate support	1	3	1	0	5	2
Total	33	178	54	39	304	100

Table 11: Curriculum and Enhancement Programmes

Good Curriculum and Enhancement Programmes

Thirty-seven schools were rated as good. In the schools where the curriculum and enhancement programmes were rated good, students were exposed to a full and rich programme of activities that contributed to their social as well as academic development. The curriculum was broad-based and enriched, offering a wide range of programmes that catered to the interests of most students. These included cricket, netball and football. Other enhancement activities included the performing arts and music, among others. Also, within this group of good schools, a few co-educational institutions have included gender-sensitive enhancement programmes that provided opportunities for specific groups of learners. In the best examples, many clubs and societies abounded and there was good uptake by students. Good examples of these were found at Corinaldi Avenue Primary, Ewarton Primary and Hampton High Schools.

Unsatisfactory Curriculum and Enhancement Programmes

In one hundred and thirteen schools, curriculum and enhancement programmes were rated as unsatisfactory. Where this was the case, the schools had implemented the prescribed Ministry of Education curricula but evidence of modifications and enhancements were minimal to non-existent. This deficiency impacted the breadth of the students' experiences in the schools. Furthermore, many of the clubs and societies in such schools were noted to be 'on the books' but not operational due to a lack of students' interest and, in many instances, some teachers' unwillingness to supervise these activities.

***Needs Immediate Support* Curriculum and Enhancement Programmes**

In five schools, curriculum and enhancement programmes were rated as *needs immediate support*.

Key Question 8

How well does the school ensure everyone's safety, security, health and wellbeing?

The key components are:

- Safety, security and health
- Wellbeing

Standard:

The school environment is an inclusive one in which the safety and wellbeing of both students and staff are high priority. The Ministry of Education's policies and procedures to ensure that members of the school community are safe, secure and healthy are implemented, monitored and regularly reviewed. The buildings, equipment and potentially harmful substances are safely secured and the school is hygienic. Incidents are recorded and acted upon. The staff and students are risk aware. Good relationships abound in the school community and students' welfare is paramount.

Findings:

Safety, security, health and wellbeing was rated as exceptionally high or good in seventeen per cent (17%) of the schools; it was rated as satisfactory in fifty-two per cent (52%), unsatisfactory in thirty per cent (30%), and *needs immediate support* in one per cent (1%). See Table 12.

SAFETY, SECURITY, HEALTH AND WELLBEING					Total	Total Percentage (%)
Rating	Types of School					
	High/ Technical	Primary	All-Age	Primary & Junior High		
Exceptionally High	1	0	0	0	1	1
Good	14	22	3	9	48	16
Satisfactory	13	96	26	24	159	52
Unsatisfactory	5	57	25	6	93	30
Needs immediate support	0	3	0	0	3	1
Total	33	178	54	39	304	100

Table 12: Safety, Security, Health and Wellbeing

Exceptionally High and Good Safety, Security, Health and Wellbeing

In forty-nine schools, the provisions for the health, safety, security and wellbeing of students and staff were assessed as exceptionally high or good. Inspectors observed that policies on safety, security and health were documented and known; almost all members of the school community were aware of them. It was common to see signage indicating areas that were restricted and others promoting good social habits. For example, in the best cases, visible signs encouraged students not to run along the corridors. Teachers and other personnel were deployed during breaks to monitor students' safety and wellbeing. Incident logs were up to date. Toilets and lunch areas were kept clean and hygienic. The quality of the food offerings at the canteens showed good regard for the health of the students and teachers. And, in a few schools, breakfast programmes were in place.

Further, students' wellbeing was high priority in these schools; the relationships between staff and students' were also assessed as mutually respectful. Students openly showed care for each other and there was no evidence of bullying. Guidance and counseling arrangements were in place and students confidently accessed these in some of the schools. Of note, Holland High School has fostered environments of care, where good relationships contributed to the sense of harmony and understanding in the school community.

Unsatisfactory Safety, Security, Health and Wellbeing

In ninety-three schools, provisions for the health, safety, security and wellbeing of the students and staff were assessed as unsatisfactory. Policies for health, safety and security were poorly implemented and in a few cases, non-existent. In many instances, the buildings and equipment were in a state of disrepair and were unsafe. In a few, conditions were unhygienic. Some schools in this group had multiple incidents of "break-ins" due to the lack of security fencing which allowed intruders to enter the schools putting staff and students at risk.

Wellbeing in the schools in this category was underserved; inspectors assessed guidance and counselling services as weak and so the staff was not aware of the real needs of many students. In some instances, the tracking of student's progress was done at the informal level. Actions taken around punctuality and attendance were more reactive than proactive. There were limited resources to deal with matters of health as, in primary level schools, nurses were not assigned. In many small rural primary level institutions, counselling and intervention

programmes were difficult to access due to the long distances that had to be travelled to reach them and the lack of financial resources to do so.

Needs Immediate Support Safety, Security, Health and Wellbeing

Provisions for students' safety, security, health and wellbeing were rated as *needs immediate support* in three rural primary schools.

Summary of Findings

In this round, 304 schools were inspected; 271 were at the primary level while 33 were at the secondary level. The data revealed that:

- In 166 schools, leadership and management was rated as satisfactory and above and was unsatisfactory in 138 of them.
- In 161 schools, teaching in support of students' learning was rated as satisfactory and above and was unsatisfactory in 143 of them.
- Students' attainment was satisfactory and above in 62 of the schools inspected and unsatisfactory in 242 of them.
- Students' progress was satisfactory and above in 150 of the schools inspected and unsatisfactory in 154 of them.
- In 243 schools, students' personal and social development was rated as satisfactory and above and was unsatisfactory in 61 of them.
- In 191 schools, the use of human and material resources was rated as satisfactory and above and was unsatisfactory in 113 of them.
- In 186 schools, curriculum and enhancement programmes were rated as satisfactory and above and was unsatisfactory in 118 of them.
- In 208 schools, safety, security, health and wellbeing was rated as satisfactory and above and was unsatisfactory in 96 of them.

Overall, approximately forty-five per cent (45%) of the schools inspected in this round were rated as **effective**. Fifty-five per cent (55%) were rated as **ineffective**. However, six per cent (6%) of these ineffective schools were classified as **emerging satisfactory**.

Analysis:

Overall, academic performance in key subject areas fell below the expected national standards. This is against the background of students' high levels of awareness, and generally good behaviours, and it is certainly grounds for the continued pursuit of school improvement strategies that seek to establish a balance between the two. It is noteworthy, however, that academic progress was rated as satisfactory in almost half the schools assessed, particularly, in the areas of Literacy and English Language. The mixed picture presented by the data calls into question the quality of support and provisions that are in place to help our schools and students realise the significant improvements that are needed for them to reach the expected standards. The results of how those provisions were assessed are outlined below.

The provision of teachers and materials was, generally, rated as satisfactory. However, the quality of teaching continues to be a cause for concern, especially as it relates to the assessment for, as well as, of learning. For example, in some cases, in-class tests do not reflect the curricular expectations, and so there is a mis-alignment between what we expect our children to learn and what they are being taught and tested for. Some schools were also rated as having unsatisfactory levels and quality of material resources, and this too is a cause for concern. Overall, other provisions such as those for safety, security, and health and well-being were rated as satisfactory.

Leadership is the driving force for school improvement and it was rated as generally satisfactory in only 54 per cent of schools nationally. Significant weaknesses were detected in self-evaluation, improvement planning, as well as, instructional leadership. A significant correlation between weak leadership and poor teaching was also identified, and going forward, this will require further research as to its impact on school effectiveness.

Recommendations:

In light of the foregoing, we recommend that:

1. **The roles of Regional Directors** need to be refocused on the improvement of learning in the Regions. In this regard, Regional Directors should be required to account, periodically, for the support that they provide to schools in improving students' learning.
2. **Since the data shows that many Principals do not place sufficient emphasis on their roles as instructional leaders and their responsibility for students' learning, it should be mandated that** they be held accountable, through their Boards, for the assessment of and for students' learning. Regular and consistent reporting to the Ministry of Education should be required of the Board in this regard.
3. Given the system-wide paucity of skills in assessment, that the existing assessment policy should be fully implemented and supported to facilitate growth in this area in the Ministry of Education as well as in the schools. This should be supported by a system-wide training programme in assessment.
4. The Ministry, with urgency, designs and implements a plan to support and turnaround the twenty-three (23) schools that were identified as *in need of immediate support*.

Emerging National Picture

Between September 2010 and March 2013 the National Education Inspectorate conducted six hundred and seventy-four (674) school inspections across the six administrative regions of the Ministry of Education. This was a seventy per cent (70%) sample of all Jamaican primary and secondary level schools. See Table 13.

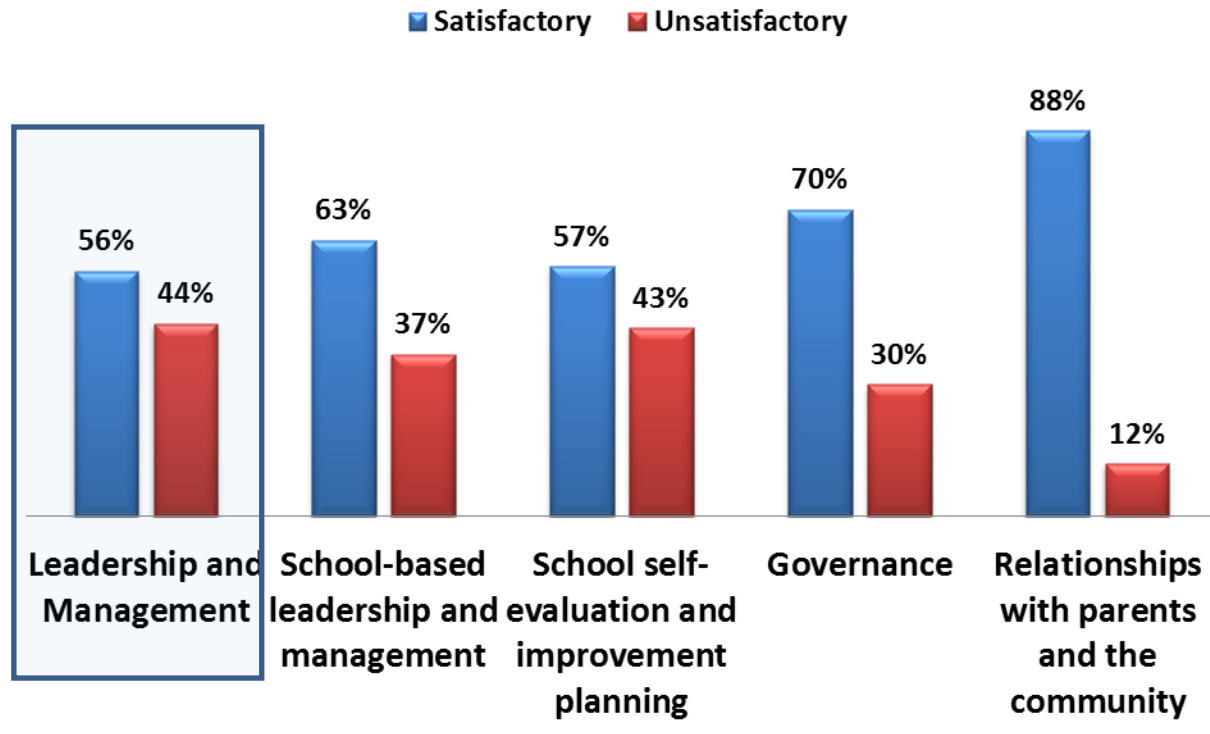
Distribution of 674 Schools Inspected by Region

Region	Number Inspected	Total Number of Schools	% Inspected
1. Kingston	114	144	79%
2. Port Antonio	118	166	71%
3. Brown's Town	80	115	70%
4. Montego Bay	112	156	72%
5. Mandeville	97	157	62%
6. Old Harbour	153	216	71%
Grand Total	674	954	71%

Table 13: Distribution of Schools Inspected

The performance of the school system on the four leading indicators: Leadership and Management, Teaching Support for Learning, Curriculum and Enhancement Programmes and Students' Progress are highlighted below. The trends as established are not expected to change significantly upon completion of the baseline study.

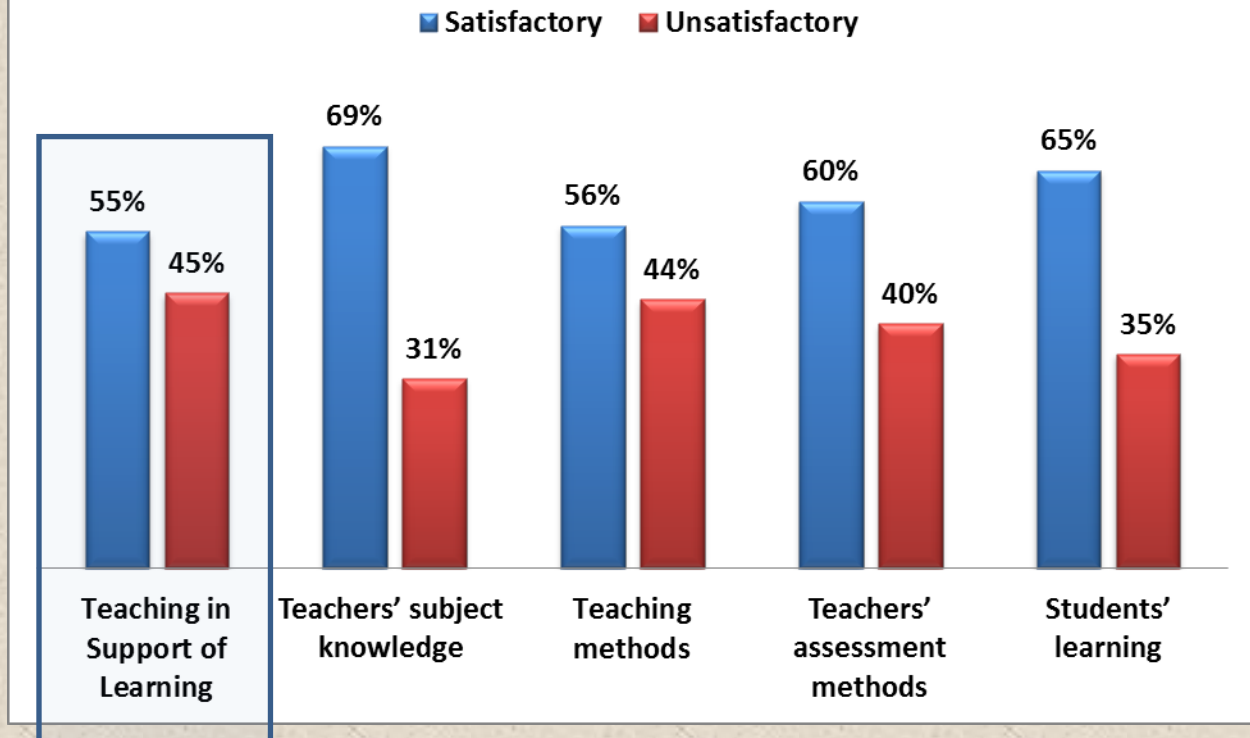
Overall Ratings for Leadership and Management (674)



Graph 5: Overall Ratings for Leadership and Management

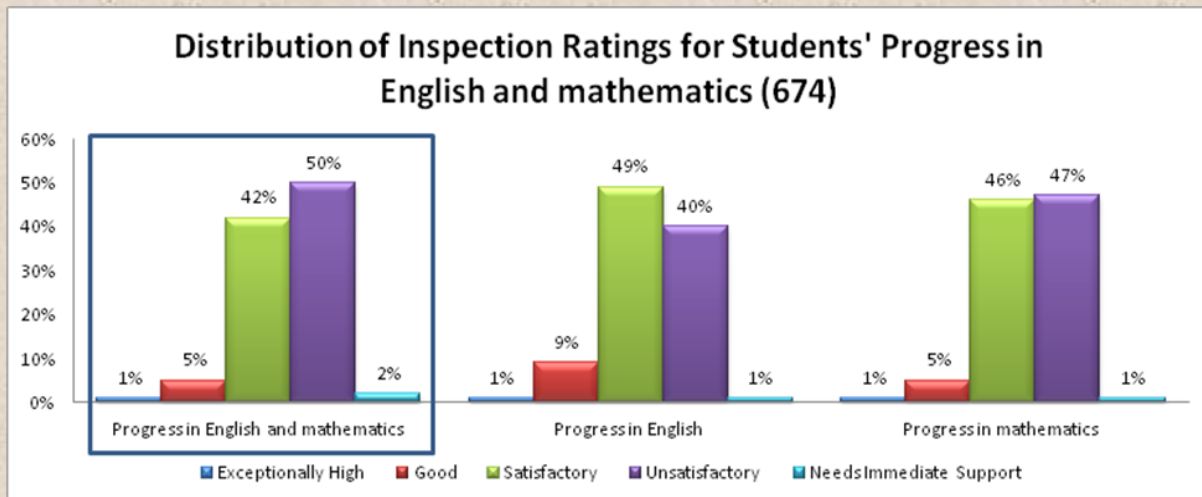
Overall, fifty-six per cent (56%) of the schools were generally assessed as satisfactorily led and managed and forty-four per cent (44%) was assessed as unsatisfactory. Of the four indicators assessed, the schools' relations with parents and the community is the greatest area of strength. The schools' self-evaluation and improvement planning is the weakest area.

Overall Ratings for Teaching and Learning (674)



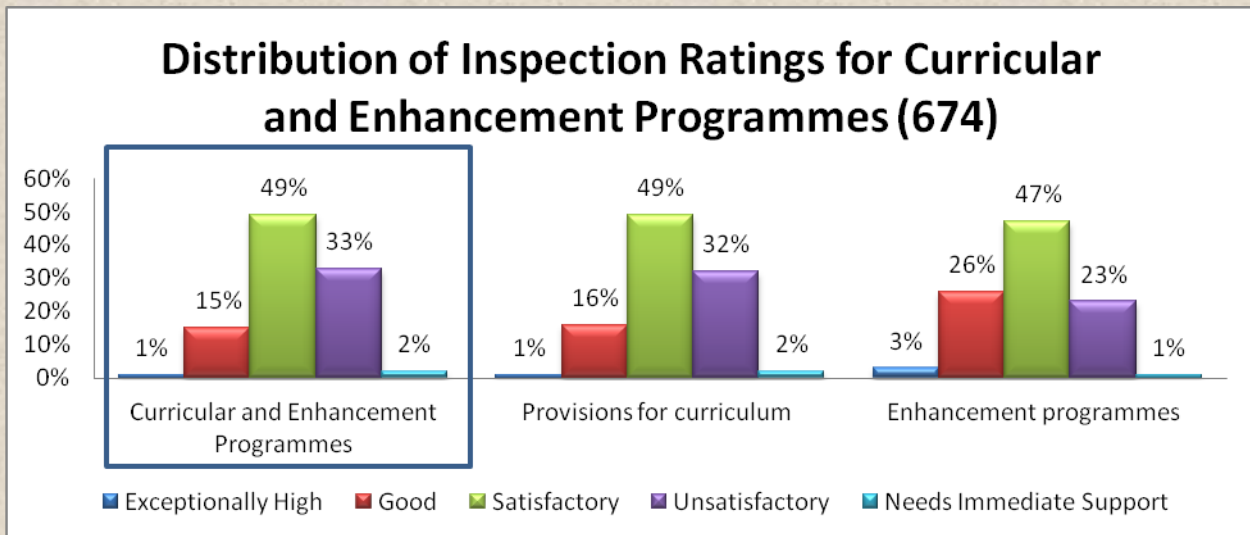
Graph 6: Overall Ratings on Teaching and Learning

Overall, teaching and learning was assessed as satisfactory in fifty-five per cent (55%) of the schools and forty-five per cent (45%) was unsatisfactory. Teachers' subject knowledge was rated as good in sixty-nine per cent (69%) of them whereas teaching methods was rated as satisfactory in only fifty-six per cent (56%) of them.



Graph 7: Distribution of Inspection Ratings for Progress in Mathematics

Overall, students' progress was barely satisfactory in both English and mathematics.



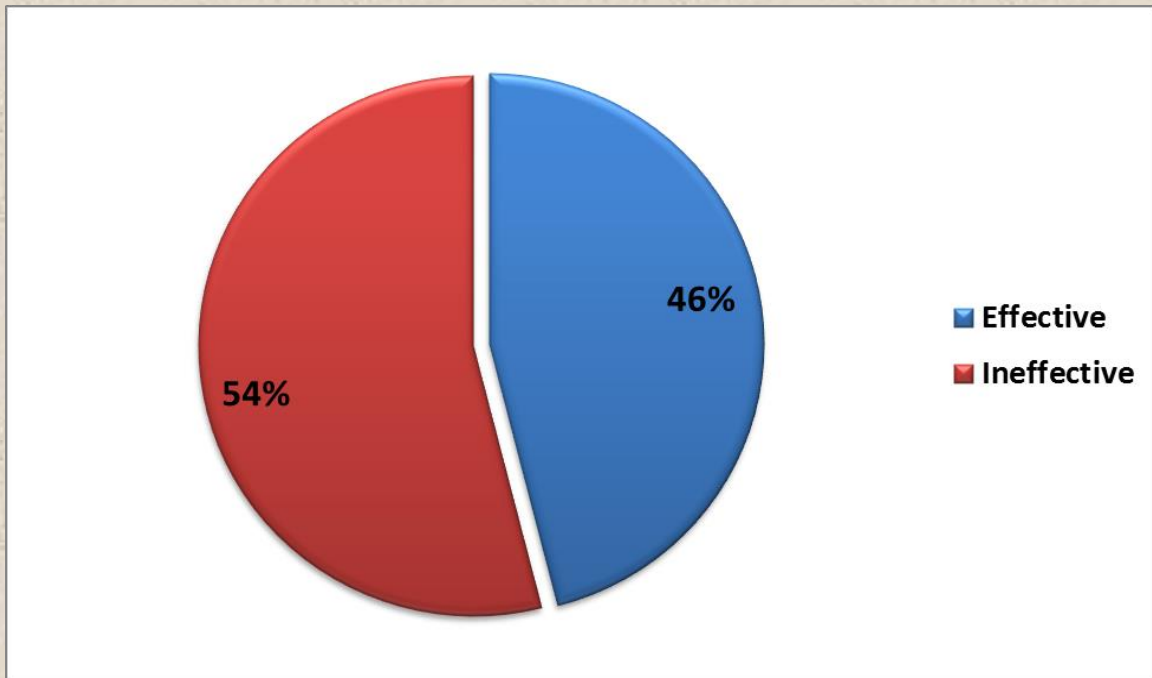
Graph 8: Distribution of Inspection Ratings for Curricular and Enhancements

Curricular and Enhancement Programmes were satisfactory and above in sixty-five per cent (65%) of the schools assessed.

Overall Effectiveness

Forty-six per cent (46%) of the schools were assessed to be effective and fifty-four (54%) as ineffective.

Overall Effectiveness of 674 Schools



Graph 9: Overall Effectiveness

Significant Relationships

So far, based on the results of the data analysis, two significant relationships have emerged. There was a strong and positive correlation between school leadership and the quality of teaching support for students' learning and also between leadership and curriculum enhancements.

Leadership and Teaching

		Leadership	Teaching
Leadership	Pearson Correlation	1	.706
	Sig. (2-tailed)		.000
	N	674	674
Teaching	Pearson Correlation	.706	1
	Sig. (2-tailed)	.000	
	N	674	674

Table 14: Correlations - Leadership and Teaching

There is a strong positive correlation between **Leadership and Management** and **Teaching in Support of Student Learning** (Pearson's $r = 0.706$).

The correlation between the two variables is statistically significant. Sig. (2-tailed) value is 0.000.

Leadership and the Curriculum

		Leadership	Curriculum
Leadership	Pearson Correlation	1	.702
	Sig. (2-tailed)		.000
	N	674	674
Curriculum	Pearson Correlation	.702	1
	Sig. (2-tailed)	.000	
	N	674	674

Table 15: Correlations - Leadership and Curriculum

There is a strong positive correlation between **Leadership and Management** and **Curriculum and Enhancement Programmes** (Pearson's $r = 0.702$).

The correlation between the two variables is statistically significant. Sig. (2-tailed) value is 0.000.

The national picture will be fully defined upon the completion of the baseline.

END OF REPORT

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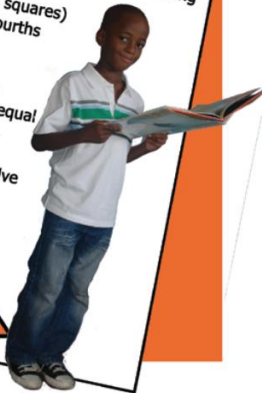
Numeracy Exploratory Stage

Grade 1

6-7 Years old

Basic Competencies and Skills

- Count sequentially up to at least 20
- Read and write numerals up to at least 20
- Know place value of numbers up to 20
- Add 2-digit numbers using 'tens' and 'ones' without renaming
- Divide sets of at least 20 into equal parts
- Identify shapes (circles, rectangles, squares) showing fractions, e.g. halves and fourths
- Tell time on the hour and half hour
- Identify dates on a calendar
- Estimate and compare measurements using terms such as shorter, larger or equal
- Identify basic geometric shapes (circles, squares, triangles, rectangles)
- Use addition and subtraction facts to solve for unknown e.g. $(n + 2 = 5) n = \dots$
- Read simple pictographs



10
20
30
40
50
100
15
10
L
m
cm

Numeracy Developmental Stage

Grades 2 and 3

8-9 Years old

Basic Competencies and Skills

- Know the value of 2-digit and 3-digit numbers
- Expand 2-digit and 3-digit numbers
- Add and subtract whole numbers up to 3 digits
- Name numbers in different ways
- Know multiplication facts up to multiples of four
- Identify fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, etc.
- Solve problems involving equivalent, proper, improper and mixed fractions
- Know simple measurements, their use and their symbols (e.g. L, m, cm)
- Read and measure temperature, time, distance
- Estimate the area using grids
- Measure distances around basic shapes
- Identify points, lines and right angles
- Name basic shapes
- Record data using tally and pictographs



Patrol	Students
Chickens	10
Beef	5
Cows	20



323
▲
7
8
x
n
5
1
▲
10
20

Numeracy Intermediate Stage

Grade 4

10 Years old

Basic Competencies and Skills

- Read and write numbers up to 6 digits
- Identify different types of numbers
- Order fractions and add and subtract fractions with same denominator
- Multiply up to 4-digit numbers by 1-digit numbers
- Divide 5 digit numbers by 1-digit numbers (add, subtract, multiply, divide)
- Solve word problems including money
- Convert time, distance and volume to smaller or larger units
- Name and identify angles less than; greater than or equal to right angles
- Differentiate between polygons and non-polygons and calculate their perimeter
- Identify the mirror line (symmetry) in a variety of shapes
- Find unknown in 'n' sentences and word problems
- Read and draw different types of graphs
- Identify mode in given data
- Find the mean and solve problems based on the mean



246
▲
2
3
x
n
5
1
▲
10
%
\$

Numeracy Perceptual Stage

Grades 5 and 6

11-12 Years old

Basic Competencies and Skills

- Read and write numbers up to 8 digits
- Round numbers up to 8 digits
- Do computations with fractions, decimals, whole and mixed numbers and money
- Name and list members of a set
- Identify multiples and factors of given numbers
- Write numbers in expanded form
- Solve equivalent ratios
- Solve problems involving percentages of numbers and amounts of money
- Compute area and perimeter of regular and irregular polygons
- Interpret and use scale drawings
- Know the relationship between the different parts of a circle
- Tell time using 12-hour clock
- Identify, describe and state properties of regular and irregular shapes
- Identify different types of triangles and angles
- Identify and classify solids based on faces, edges and vertices
- Solve mathematics sentences based on algebraic expressions
- Use algebraic expression to describe word problems
- Solve simple equations
- Identify patterns in data
- Calculate mean and median
- Determine probabilities
- Make inferences and interpret data using different types of graphs



